



# CELEBRATIONS

U.S. DEPARTMENT OF EDUCATION

2017

EDUCATION WEEK

**FUTURE READY**  
SCHOOLS  
PREPARING STUDENTS FOR SUCCESS

**1 of 9**

in the nation  
featured in Office  
of Ed Tech videos

**LEADERS**  
*to learn from*



Significantly  
Exceeds  
Expectations

KM JOINS  
LEAGUE OF  
INNOVATIVE  
SCHOOLS

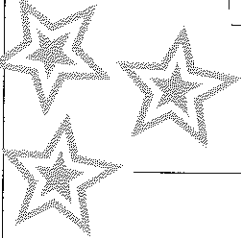


**Digital Promise**  
Accelerating Innovation in Education

AMERICA

**ACHIEVES**

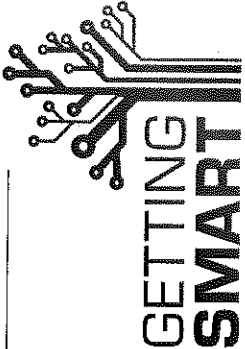
GLOBAL LEARNING NETWORK



2016 WISCONSIN  
SUPERINTENDENT  
OF THE YEAR

**EDUCATION  
WEEK MAGAZINE**

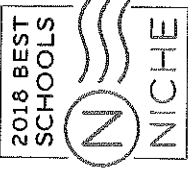
Highlighted 3 of our schools  
as must-see places of learning



Think. Learn. Innovate.

**30**

DISTRICTS  
WORTH  
VISITING



**BEST HIGH SCHOOLS**  
**Newsweek**

KM NAMED  
**2018  
BEST**  
COMMUNITY FOR  
MUSIC EDUCATION

**6**  
YEARS  
IN A  
ROW





## KETTLE MORaine SCHOOL DISTRICT

Patricia F. Deklotz, Ph.D., Superintendent | [deklotzp@kmsd.edu](mailto:deklotzp@kmsd.edu)

563 A.J. Allen Circle, Wales, WI 53183

P: 262-968-6300 ext.5301 F: 262-968-6390 W: [www.kmsd.edu](http://www.kmsd.edu)

April 23, 2018

Members of the Blue Ribbon Commission on School Funding,

Good afternoon and thank you for the opportunity to speak with you regarding the funding of schools. Many of you know me and I welcome the chance to speak with you again. Some of you have visited my district or sent your staff to observe the work we are doing and the impact it is having. I thank you for taking the time to learn from us. I thank you for your dedication and service to the State of Wisconsin and the children we are educating.

I am Pat Deklotz, superintendent of the Kettle Moraine School District and I sincerely appreciate the invitation to share our concerns and our recommendations. Before I begin I have a number of people who would like to introduce themselves to you. They have taken time out of their day in order to show support for the message I bring. Their introductions will offer you a glimpse into the different background of perspectives that we bring you today....

I myself have held several roles in the district ranging from PTO co-chair to president of the school board. Yes I served on the Kettle Moraine School Board for 5 years before I went back to school to become a teacher. I went from 6th grade science teacher to superintendent, and I've held that role longer than any other professional role, in my lifetime. My husband and I have been residents and taxpayers in the district for 36 years, we were parents and now grandparents of children attending KM schools. So if you hear some passion in my voice, it's because I believe in Kettle Moraine and I love the community. I know you love your communities and our state. I know you believe in supporting our system of education as well, so as I speak I hope you will be able to identify points of similarity between you and me, between those you represent and support and the district I serve.

Kettle Moraine is located in Waukesha County, midway between Madison and Milwaukee. I have been superintendent of this district for the past 13 years and during that time we have increased student achievement and opportunities, yet poverty has doubled. We are a district that significantly exceeds state expectations on the state's report card and we are very proud of the great work our teachers and students accomplish. We are a district of choice and of choices. We have 3 students open enrolling in to every one that enrolls out - and those enrolling out are primarily homeschooled students looking for virtual learning support. We are a design thinking and coding immersion district, all students K-7th grades learn these skills, and we are striving to give all students place-based learning experiences before they graduate. Academic and Career plans are an important tool to demonstrate growth over time, not just in academics but in the success skills that define our graduate profile.

We believe in preparing students for their future - not our past, and so we give our students an assessment that benchmarks them against the international standards of the PISA exam. They will be competing in a global society. Our Kettle Moraine High School students rank at the same level as Finland, Canada, and Germany on

*- Learning Without Boundaries -*

this international scale. Students in our small high schools, KM Perform and the High School of Health Sciences, rank at a level equal to Singapore and Korea. We believe we must equip our students for success in a global society and if we don't benchmark globally, how will we know if they are prepared? As you see from this celebration slide, we are recognized for the work we are doing, the innovation we are implementing in our schools, at the state, national, and international level. We are very proud of that work and of our students' achievement.

So people will ask, if you are doing so well, why do you need more money? That's just it. I'm not necessarily saying we need more money to accomplish this work. We have accomplished this without the funding others receive. I'm saying we need a level playing field. We need to be able to compete and our system of funding does not recognize, does not reward the great work, the hard work, that we are doing. We are not funded equitably and as we look down the road, that inequity in funding will undermine and potentially destroy one of the finest school districts of this state. Let me explain our reality.

We have two primary visuals that we use to explain school funding to our residents. This first chart shows the relationship of state aid and revenue limits. Even though our revenue limit has gone down \$3.8M or 9% over the last 10 years, the State's support of our schools has decreased at an even greater rate. The result is that our taxpayers are paying more even though we have less to spend. Less revenue and yet an increase in local property tax. Our taxpayers by and large do not understand why this happens.

This second chart shows the per student revenues of the various school districts in Waukesha County. Now I've been told that part of the reasoning behind how revenue limits were established was to recognize the differences in cost of living across our state. There is a lower cost of living in northern and central parts of our state than in the southeastern part of our state. So in our chart we use Waukesha County for our comparables. There is not a difference in the cost of living within Waukesha County. That is where our teachers live and that is who is competing for our teachers. Yet, there is a per student difference that is putting my district at a distinct disadvantage.

These two illustrations are a big part of why these people are here with me today. It doesn't make sense. They don't understand why students in Kettle Moraine aren't worth as much as students in Elmbrook or New Berlin. And it is very difficult for me to explain it to them.

You see, if I had the same funding as the Elmbrook School District, I would have \$6.7M more resources to use on an annual basis, (KM's same number of students but their funding level) it would be \$6.7M more every year. If I used New Berlin's funding, it would be over \$5M. We compete for talent and in providing services with schools in Waukesha County, so let's just look at the average of Waukesha County. That would bring us \$1.8M more, and that would help, but it still wouldn't address the equity issue. This is a very real problem.

In 2014 Kettle Moraine residents passed a \$49.6M capital referendum. If we had the funding of Elmbrook or New Berlin, even Menomonee Falls, we would not have needed to go to referendum. Almost \$20M was for doors, roofs, furnaces, and windows. We spent another \$12M on technology infrastructure and \$13M on Safety and Security. As a side issue, it is very frustrating that my district residents had the foresight and understanding to reallocate dollars and to fund issues of safety and security. Now those districts who are funded at higher levels and who have not taken such steps will receive funding to put those things into place. We reallocated funds away from other priorities because it was important. I believe they could do the same and I believe as money is appropriated, we shouldn't be penalized because we were responsible.

When I've asked about the funding of schools in the past I've always been told that the state doesn't have sufficient resources to ensure there won't be winners and losers. Well Kettle Moraine has been losing for 25 years. It may not be prudent to take money away from high revenue districts in order to provide for low

revenue districts but we have to be more creative than to simply accept an inadequate model that values students in one zip code over students in another. The difference between Kettle Moraine and Elmbrook, over the past 25 years, exceeds \$150M. Kettle Moraine kids deserve the same level of support and opportunity as other students in Waukesha County. We accept that we may need to take incremental steps to make improvements but we insist that improvement is possible. And I want to compliment you on a direction you have taken and encourage you to consider a few other ideas.

1. This past biennium budget provided for the distribution of new money for schools through a per student categorical aid. This is a much better solution for our taxpayers than increasing the revenue limit. We appreciate and respect that decision. We encourage you to continue to distribute new funding for schools through a categorical aid approach.
2. In that distribution, you did not recognize the inequities that are inherent with the per pupil revenue limits. I ask that you consider what has happened in Michigan and apply a multiplier to the distribution of new money. Those districts that are receiving millions more each year do not have the same needs as those who have been conservative. Apply a multiplier and use a tiered approach. Those under a certain number would receive two or three times the amount of increased funding per student as those above a certain limit. It still will not erase the difference, but it would be an improvement.
3. Consider the impact of regional differences. When there is a real cost of living difference, it is appropriate to recognize that difference. There is no difference in Waukesha County and that is where I compete for talent.
4. Try something for 5 - 10 years and evaluate. It can't hurt anymore than the current model and it certainly could have a very positive impact, providing a level playing field and recognizing the efficiencies that we've had to implement.

Kettle Moraine is a relatively young district. This year we celebrated our 50th anniversary. We still have active and engaged citizens who were part of the referendum that determined to establish a Common School District in the late sixties, in large part because it was fiscally responsible to do so at that time. We are a community of conservative values and a community that values education. Those two statements are not in conflict. You see, when revenue limits went into effect in 1993 we were a low spending district, representative of a school district who was just beginning. Because we were a young district we didn't have the same types of programs and supports of other more established districts. We had relatively new buildings and underfunded capital maintenance budgets, student support budgets, student services, etc.

When we implemented our first Advanced Placement class, Calculus AB, some 25 years ago, we began with 3 students. This year we have three sections of Calculus 3. A great decision and an investment in our students. Today that first course would not be offered. We cannot afford to run any course without a minimum of 18 students registered. As revenue limits were being discussed, as a temporary condition for 3-5 years, we as a school board did not change our budgets to inflate our perceived financial needs. We have learned this was done by many districts across our state and within Waukesha County. We, the Kettle Moraine board, operated with the understanding that it was indeed a 3-5 year fix and our legislature would indeed look to provide a system of funding schools that would support our success. We were not afraid of our standing, knowing we were below the state's average and below that of neighboring districts. We trusted that our elected officials would remedy the inequities and provide for high quality education.

We have endured for 25 years under revenue limits that are not equitable and it is creating a hardship that cannot be sustained. We are at the breaking point.

After Act 10 there was great talk about "pay for performance" of our educators. If anyone deserves pay for performance it is my staff. Yet I am not able to compensate them on a level equal to that of my neighbors. We have utilized every "tool" afforded to us under Act 10 while many of our surrounding districts offer far richer and far more expensive benefits to their staff.

*- Learning Without Boundaries -*

We currently have two insurance plans: an employee with a family can choose to have a \$5,400 deductible HSA plan. If they want to pay less of an insurance premium, they can choose a \$10,000 deductible HSA plan. Imagine making \$40,000/year and having to make this choice. We have achieved a 21% reduction in health insurance costs within the past 5 years - at a time when most insurance has been increasing. I'm not sure that is something I want to brag about. Salaries and benefits have gone from 74% of our budget to 69% of our budget over the past 10 years. We are living in the perfect storm. We have embraced the direction of our state and local school board, transforming education and achieving at very high levels. We have trained our staff and they are highly desirable to neighboring districts who approach and recruit them on a regular basis. We have run the table as far as reductions and now we are cutting the very core. Our taxpayers don't understand why they have to go to referendum to raise their taxes only to get a portion of the amount of money that is provided to students in Elmbrook and New Berlin without a referendum. They believe their children are worth the same amount, that they deserve the same level of funding.

We recognize you have been given a difficult responsibility and we offer our support of your work. Use categorical aid, consider regional differences in cost of living, provide funding to address the equity issue and re-evaluate after a few years. Please take action and recognize the differences. Act in a way that will level the playing field, not just for Kettle Moraine but for a majority of school districts across our state. We personalize our support for our students. Please personalize your support for our schools. One size does not fit all. Thank you for your time and consideration.

Sincerely,

A handwritten signature in black ink, appearing to read 'Patricia F. Deklotz', with a stylized flourish at the end.

Patricia F. Deklotz, Ph.D.  
Superintendent

## TESTIMONY

TO: BLUE RIBBON COMMISSION ON SCHOOL FUNDING

FROM: JAMES M. ROMANOWSKI, BOARD MEMBER  
KETTLE MORaine SCHOOL DISTRICT

Date: April 23, 2018

Dear Commission Members:

As Superintendent Deklotz has told you, the Kettle Moraine School District has a proud history achieving the distinction of "Significantly Exceeds Expectations" on our annual report card. Our families demand the best instruction and our teachers deliver the best. I wish that I could tell you with great confidence that our Kettle Moraine District will continue to be the State's leader in innovative instruction for years to come.

However, the inequities in funding put our District at a great disadvantage. We invest significant training in our teachers to successfully deliver the innovative programs we offer. However, we cannot compete in the post-Act 10 marketplace for the best teachers, when our District is funded as much as 18% less than neighboring districts.

Eliminate the gap of a 24% difference in funding across all districts in Waukesha County. Together we must correct these funding inequities to meet the demands of our Community, and build a strong workforce State-wide.

Thank you.

----- Forwarded message -----

From: <brzezinski94@twc.com>

Date: Sat, Apr 21, 2018 at 5:46 PM

Subject: School District Funding Formula

To: [rep.kitchens@legis.wi.gov](mailto:rep.kitchens@legis.wi.gov)

Cc: [sen.kapenga@legis.wisconsin.gov](mailto:sen.kapenga@legis.wisconsin.gov), [rep.duchow@legis.wi.gov](mailto:rep.duchow@legis.wi.gov), [deklotzp@kmsd.edu](mailto:deklotzp@kmsd.edu)

Dear Representative Kitchens,

My name is Dan Brzezinski and I live in the Village of Summit (Oconomowoc zip code). My wife and I have four daughters enrolled in the Kettle Moraine School District. Emily is in eleventh grade, Erin in eighth grade, Jessica in sixth grade, and Nicole in second grade. Like other families across the state, residing in a quality school district was an important decision why we picked to live in Summit. We moved to Summit in January 1998. Twenty years later we are shocked to learn that despite all the efforts our district is doing to maintain that quality, it is on a steady funding down slope and soon reach a point where it can no longer provide that quality education.

When our district sent out an invitation a few weeks ago to attend a presentation on funding, I went to our district website for material and found out just how bad the current funding formula was affecting our district. At the presentation itself, further details were provided on the seriousness of the situation. These will be presented to you at the Oshkosh listening session by our superintendent. Since I cannot be there in person, I want to take the time to write you personally. The funding formula must change.

Our family is not unlike any family living in the school districts you represent, seeking a quality education for our children. Unless a new funding formula gets enacted soon, families residing in school districts facing budget challenges will find their children facing education shortfalls. I have already seen adjustments within the district that, in some part I believe, driven by funding challenges. Harder education choices will soon confront our district as our funding trend line heads toward zero. Could funding be the root cause families are opting for private education, switching districts, and even moving to a new district? I am sure it is.

No doubt you have already heard from families, academia, businesses, etc. on the need to change the funding formula. I urge you to make the change as well. I am too new to the situation to offer up a solution at this time. However, I would welcome the opportunity to participate in a working group to do so. Should that not occur, highly recommend that the commission solicit new funding formulas and establish a cut-off date for their submission. Next, recommend narrowing down the choices to the top two or three so that districts may evaluate/test the formulas. The final choice must be fair and avoid the unintended consequences of the existing formula.

I want to conclude by thanking the state for taking up this important issue. And, many more thanks to the commission members themselves for their time to listen and advocate for change.

Respectfully,

Dan Brzezinski  
34102 Four Seasons Road  
Oconomowoc, WI 53066

262-443-7258 (cell)  
262-646-5236 (home)

April 20, 2018

Dear Legislators,

You have been tasked with solving a problem. A problem that most people would not deny. Wisconsin's school funding formula is broken, and it must be fixed.

The current funding formula, instituted in 1993, no longer meets the needs of Wisconsin's students (if it ever did). Previous failures to address and fix the weaknesses in the formula have created the "haves" and the "have nots".

Some of our schools are struggling to meet basic educational needs. Others are struggling to compete and maintain a standard of excellence. Many have had to lay off staff and cut programs. School facilities are falling into disrepair. None of this helps us maintain the standard of excellence that people in this state expect and that our children deserve.

Certainly, not every school district has these struggles. Some are attracting the best teachers, administrators, and staff. They are building fabulous facilities, creating new and innovative educational programs, and their students are meeting or exceeding standards.

The Kettle Moraine School District (where my children attend) appears to be one of the "haves". The district has been rated as "significantly exceeding" the state's expectations. It has created innovative, student-centered programs that have received attention at the state, national, and international levels. Kettle Moraine's success is the result of talented and dedicated administrators, teachers, and staff.

Kettle Moraine may currently be labeled as one of the "haves". However, the district faces significant challenges because of the funding formula that could easily cause it to fall into the "have nots" category. Although the district achieves in the top 10 percent, it is funded in the bottom 15 percent and has seen a reduction in state aid of 62.1 percent in the last 10 years. As a result, the district has had to cut expenses. The majority of those have been to employee salaries and benefits. Other districts that Kettle Moraine competes with for employees have not had to that because they receive more state aid.

Because of Kettle Moraine's reputation for excellence, its employees are highly sought after. The district has already lost great teachers to districts that can pay more. There is no reason to believe that that won't continue to happen. Without great people, the students in the district will suffer and programs will suffer. A district cannot maintain excellence without support. You cannot keep asking districts to do more with less.

You definitely cannot ask this when other districts do not have to. That is the fundamental problem with the funding formula – it lacks equity. Although I have a personal stake in Kettle Moraine's situation, I also have a personal stake in Wisconsin's situation. Too many of our districts are at a disadvantage and struggle to compete with other schools for the best resources. That should not happen. Every student in this state should have the same opportunities and resources to be successful. And, we need them to be successful because they are our state's future.

The funding formula is broken, and it must be fixed now -- we cannot afford to wait another five or ten years. I know that fixing the problem will not be easy, but nothing worth fixing ever is. Wisconsin's students are WORTH IT! I ask you to take your role on the Blue Ribbon Commission seriously. Solve this problem because it is the right thing for our children and for the future of this state.

Regards,  
Denise Schulz  
[schulzfamily4@icloud.com](mailto:schulzfamily4@icloud.com)



## Blue Ribbon Commission

My name is Kimberly Newhouse I have two boys currently attending Kettle Moraine Middle School. My major concern is with mental health. I have learned that our district is decreasing the counselor program due to a lack of funding. We will not have counselors go into the classroom to talk about key elements such as how to treat others, diversity, and anti-bullying. This will now fall on our teaching staff that is already overloaded with other responsibilities outside of their main role of teaching. Our number of teachers is also shrinking and class sizes are increasing. Counselors will only be able to work with "at risk kids" within our elementary schools. The elementary level is the most critical time we have with our students to set a good foundation for them to build from.

My concern is when we take away the element of preventative care that it will create a bigger problem in the future and we will fail our students on preparing and teaching them to deal with different situations. Teachers are hired to teach and do not have extended training to counsel. In order to continue to supply these programs we need the funding so we can continue to support and prepare our students. I plead with you on behalf of our staff and students to increase the funding per student within our school district. This will ensure that we can continue to provide services and programs to our students and retain our high level of excellence.

Kimberly Newhouse

Concerned KM Parent

Subject: School Funding in Wisconsin and The Kettle Moraine School District.

To: Name from the list

CC: [Sen.Kapenga@legis.wisconsin.gov](mailto:Sen.Kapenga@legis.wisconsin.gov), [Rep.Duchow@legis.wisconsin.gov](mailto:Rep.Duchow@legis.wisconsin.gov),  
[deklotzp@kmsd.edu](mailto:deklotzp@kmsd.edu)

Dear .....

*"We'll never be able to compete in the 21st century unless we have an education system that doesn't quit on children, an education system that raises standards, an education that makes sure there's excellence in every classroom."* – **President George W. Bush**

I'm writing this e-mail from the point of view of a Grandparent and from the point of view of a Realtor. From a Grandparents point of view, I want my 6 Wisconsin grandkids to receive an outstanding education. An education that will make them, as it did for my Wisconsin educated kids, competitive in the global market.

From a Realtor's point of view, every time I work with a family considering a new job in Wisconsin one of the 1<sup>st</sup> questions I'm asked is about schools in Wisconsin and which is the best school for their kids. To them, schools quite often determine where they purchase a home and can make the difference in which job they accept.

Since Governor Tommy Thompson enacted revenue limits in 1993, an intended temporary law, the inequities in school funding have been ignored, multiplying the per-student difference each year for the last 25 years. In today's free agent market for teachers, this difference is putting a number of districts at risk of compromising their excellence and becoming unsustainable.

I am also writing in support of the school my youngest grandkids will be attending, the Kettle Moraine School District in Wales, Wisconsin. This very conservative district is in the bottom 15% of the state in per-pupil funding yet is recognized internationally as a top performing school district focused on individualized learning for every student. This effort should be rewarded. Instead it is at risk of being dismantled.

**The current funding system is putting this high performing school district in jeopardy of being unsustainable.**

Without going into all of the issues, which I know you are well aware of, I am encouraging you to address this inequity in the upcoming budget. Understanding that it is not possible to equalize the per-pupil funding in one budget cycle I am encouraging you to develop an approach to attain equalized funding within 4 to at most 6 years.

Best Regards,  
Joe Deklotz  
601 Genesee Street, Unit 305  
Delafield, Wisconsin 53018  
262-370-1802

April 20, 2018

Dear Blue Ribbon Commission on School Funding,

My name is Dee Huskisson and I have been a homeowner in the Kettle Moraine School District for the past 13 years. I also have three children that have been enrolled in these schools.

I think it is a disgrace that our school district is funded at a lower level than those with the same number of students and same demographics. The message that you are sending with the disproportionate funding is that my child's education is worth less than a child in the district that receive a higher level of funding. This is unacceptable.

To repeatedly ask the taxpayers to fill the gap of this unequal funding will kill a community. Our school district can not compete with neighboring districts that can provide teachers and staff higher salaries and students with increased educational opportunities. Through the years, I have watched some of my children's favorite teachers jump ship to receive the compensation they deserve at another school district.

The cause and effect of this unfair funding formula trickles down to numerous layers of our community. Unfair funding formula-- lower pay for teachers and less student opportunities, --experienced teachers leave for other districts that can offer higher compensation, --quality of education goes down, -- community is not attractive to new residents, -- home prices decline, --and even less tax revenue for schools and community. It is only a matter of time before this scenario comes to fruition if the funding formula is not changed to a more equitable disbursement.

I implore you to take action and right this wrong. Please put yourselves in the shoes of the community members of the Kettle Moraine School District. Would you want your child to have less of an education than neighboring school districts? Would you want your child's teachers to have lower compensation than neighboring school districts? Please have empathy and correct this unreasonable funding formula.

Dee Huskisson  
191 North Fieldstone Road  
Delafield, WI 53018

Good afternoon.

My name is Laurel Hopkins and I am currently employed by the Kettle Moraine School District as a middle school social studies and language arts teacher. Additionally, all four of my children have graduated from KM and I have a granddaughter who will attend school in the district.

Today I am on vacation. I took personal time off, one of the six days I can earn in any one year, in order to speak to you as a teacher employed in this district. I love this district and I think it is crazy that this district is being adversely impacted by an inequitable state funding formula in the state of Wisconsin. Because of the budget differences, I have seen teacher capacity challenged and negatively impacted by the lack of funding. To make ends meet, the district has eliminated sick days, reduced employee benefits, eliminated teaching positions, eliminated support staff positions and program opportunities for students. The reductions in insurance benefits, that teachers in my district have had to cope with, are encouraging teachers to look at other districts for employment in order to have the security of better benefits.

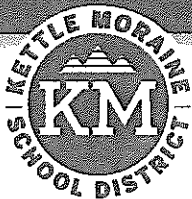
The teachers in my district are highly educated, dedicated and focused on student growth and achievement. With the support of highly trained teachers our students significantly exceed state expectations on the state's report card. But even more than that, we are focused on supporting students on a journey of lifelong learning. With the current funding formula, it is becoming more and more difficult to keep up with the demands of a working environment in which resources are becoming more and more scarce. Kettle Moraine is on the transforming edge of the educational community and that should be recognized rather than jeopardized. The current funding formula imposed by the state of Wisconsin needs to be transformed to more equitably address the needs of the school districts. More importantly this transformation is vital to address the needs of the teachers and most importantly students in the state of Wisconsin.

Thank you.

Hello, my name is Mark Liberto. I am a senior at Kettle Moraine High School. I want to start by giving a little backstory to why I am here. If you have any question feel free to ask. As a freshman, I never had a teacher to connect with. Two of my teachers left the building, and I never saw them again. Another moved to a charter, and I never saw her again. In my Sophomore year 1/26/2016, I was in a current event class. This was the first time I meet Mr. Simonson. We talked a little about the topics in the course and we started to grow in our relationship. I had run across a video, about the destruction of Syria. I had emailed him the video, and it was used in class. This would be the start of many interactions. I sent him another video "Immigrant America: The High Cost of Deporting Parents." As well as "Cold War 2.0 (VICE on HBO: Season 3, Episode 14)." Soon enough I felt like a leading figure in his class. I got resources that were valuable to him and the class. In my junior year I was with him for U.S. History. I helped him with his tech and I still brought amazing content to his class room. "Social Security Cards Explained" was for the great depression and it was amazing to help in his class. I felt like more of a friend to him than anything. We have memories to share now and I feel more connected than anything. When I heard the news I couldn't sit back and do nothing. When I heard the opportunity to do something I have to take it.

Mr. Simonson has made me feel so important to the class and has made me feel special. He believes in me and see the wonderful things I can provide. He has seen me help students in his econ class and has talked to me on a more personal level. I'd hate to see a teacher like Simonson leave all because of funding that is not equal and a need for our district to tighten the budget. Simonson is a man I can talk to and someone I feel comfortable to talk with. He is also a man I can work with. I haven't meet many teachers who worked with me in a way Simonson has.

As an IEP student, I have seen what a lack of funding has done to students with IEPs. We have a lack of efficient rooms. As an IEP student I am one of the few that feel forgotten. Case managers are thin and few and they can't do their job with the little money they have. We want and need the same level of funding that other students with and IEP receive. We want and need to be treated with the same level of funding support as Elmbrook and New Berlin. Thank you.



## KETTLE MORaine SCHOOL DISTRICT

Patricia F. Deklotz, Ph.D., Superintendent | [deklotzp@kmsd.edu](mailto:deklotzp@kmsd.edu)

563 A.J. Allen Circle, Wales, WI 53183

P: 262-968-6300 ext.5301 F: 262-968-6390 W: [www.kmsd.edu](http://www.kmsd.edu)

February 21, 2018

Rep. Joel Kitchens  
10 West, State Capitol  
P.O. Box 8952  
Madison, WI 53708-8952

### Re: Revenue Limit impact

I need your help. The Kettle Moraine School District has been funded below the state's average on a per pupil revenue limit basis since 1993. This difference in funding means my students are not worth as much as other students in Waukesha County and across our state. If we had even been funded at the state's average we would have had \$43.2M more to work with over the past 24 years, approximately the same amount as the annual operating budget. The disparity is taking a toll. Last week I received the resignation of one of my best principals. She is receiving a \$25,000 raise and will have a health care plan with \$0.00 deductible. We are only able to offer two family health plans: one with a \$5,400 deductible and one with a \$10,000 deductible. The district she is going to has \$300 per student more in their revenue limit. That equates to over \$1.1M per year and the ability to compensate employees in a manner that I cannot match.

We are one of only a few K12 districts in the state that "Significantly Exceeds" state expectations on the state report card. Yet my staff are NOT "paid for performance" because revenue limits are not equal. We can't compensate staff as others are able. Rather, they have colleagues from neighboring districts that receive significantly more in compensation while their students perform at lower levels. Just last week a neighboring superintendent joked about the fact that his district gets MILLIONS more per year in revenues than my district, based on equal enrollments. It is NOT funny. My excellent staff become recruitment targets for other districts able to offer more in compensation. Turnover will have an impact on student achievement. Will we be able to maintain the excellence that all districts should provide? Not with this funding.

I ask you to address this inequity. I learned from a Michigan superintendent that their state has had a 2x system for the last seven years. Districts above state average receive 1x of revenue. Those below the average receive a 2x increase. They are working to find a solution that values all kids. Let's learn from Michigan. Let's value all students, not just those from high spending districts. Please help me to demonstrate to my students and staff that they are worth as much as their neighbors. I appreciate your consideration and support.

Sincerely,

Patricia F. Deklotz, Ph.D.  
Superintendent

cc: Sen. Chris Kapenga  
Rep. Cindi Duchow  
Rep. Scott Allen

# Percentage Change in State General School Aid Between 2016-17 and 2017-18



\*K-8 school districts are not displayed



Minnesota

Michigan

Milwaukee Area Detail



Illinois



*Kettlo  
Alvarine*





# A VISION FOR LEGISLATION

The Kettle Moraine School District's vision is "Learning without Boundaries." This vision is achieved through our mission and our community's expectation to cultivate academic excellence, citizenship and personal development for all students. We believe the following legislative priorities are the building blocks for our school district's success. They are critical to ensuring we can implement our mission and provide the best possible educational opportunities for Kettle Moraine students.



## LOCAL CONTROL

- **Decisions made by local school boards in the best interest of their communities.** Our school board frequently involves stakeholders in planning for the future. Students, staff, parents and community members provide valuable input. Local decision-making ensures local control.
- **No unfunded mandates.** Many state mandates provide little to no benefit to students but require additional financial and human resources. Mandates should be carefully considered and publicly vetted to understand the costs and impact they will have on school districts.

## PREDICTABLE, SUSTAINABLE FUNDING MODEL

- **A model that forecasts revenues for 5-10 years to allow for efficient planning.** It's important that we understand the revenues we can expect to receive so we can plan for the future. In order to be sustainable, we need to provide for annual CPI increases.
- **Increasing the level of state reimbursement for special education costs.** The cost to educate students with special needs is significantly higher than regular education costs. These costs are draining operating budgets for school districts. Increased special education funds are needed to meet the needs of all students.
- **Equal funding for school districts with equal demographics.** The school funding formula is outdated, unfair and unsustainable. Districts with similar demographics see major differences in the maximum revenue they can collect from local taxpayers. We are asking for more equity.
- **Research and development funding to support innovation.** Our students are competing globally. We need to be at the forefront of innovations in education to ensure they can succeed in tomorrow's world. Resources to explore, provide and sustain innovative programming are needed.

## MEANINGFUL ACCOUNTABILITY MEASURES

- **Measurement of school districts on outputs, not inputs.** We are asking for measurements that guide improvements and the sharing of best practices across public education. We live in a world that values what we measure; but we don't always measure what we value. In addition to school districts being measured on student test scores, schools should be accountable for the work and service learning opportunities they provide. We are working hard to increase the unique, innovative and immersive opportunities that prepare our students for the world of work and civic life.
- **Relevant & Comprehensive Assessments.** Assessments should be comprehensive, valuing and measuring student growth and success in multiple areas — academics, citizenship and personal development. They should also provide global benchmarks to ensure students are prepared for a global society. Assessments can be more than just tests. Our school district measures demonstrated competencies through student performance portfolios.

## Our Commitment to Legislators

Developing relationships with our legislators is key to the future of developing good education policy. We recognize that legislators have multiple statewide issues to consider and we respect their time. Our school board's job is to provide accurate information and feedback to support legislators in their decision-making processes. We wish to be supportive of legislation, not against it. We request that legislators work with us to develop solutions for the success of the Kettle Moraine School District and Wisconsin public education.



# KETTLE MORAINÉ SCHOOL DISTRICT GRADUATE PROFILE

As a community and school district, we strive for each  
Kettle Moraine graduate to be a:

COMMUNICATOR

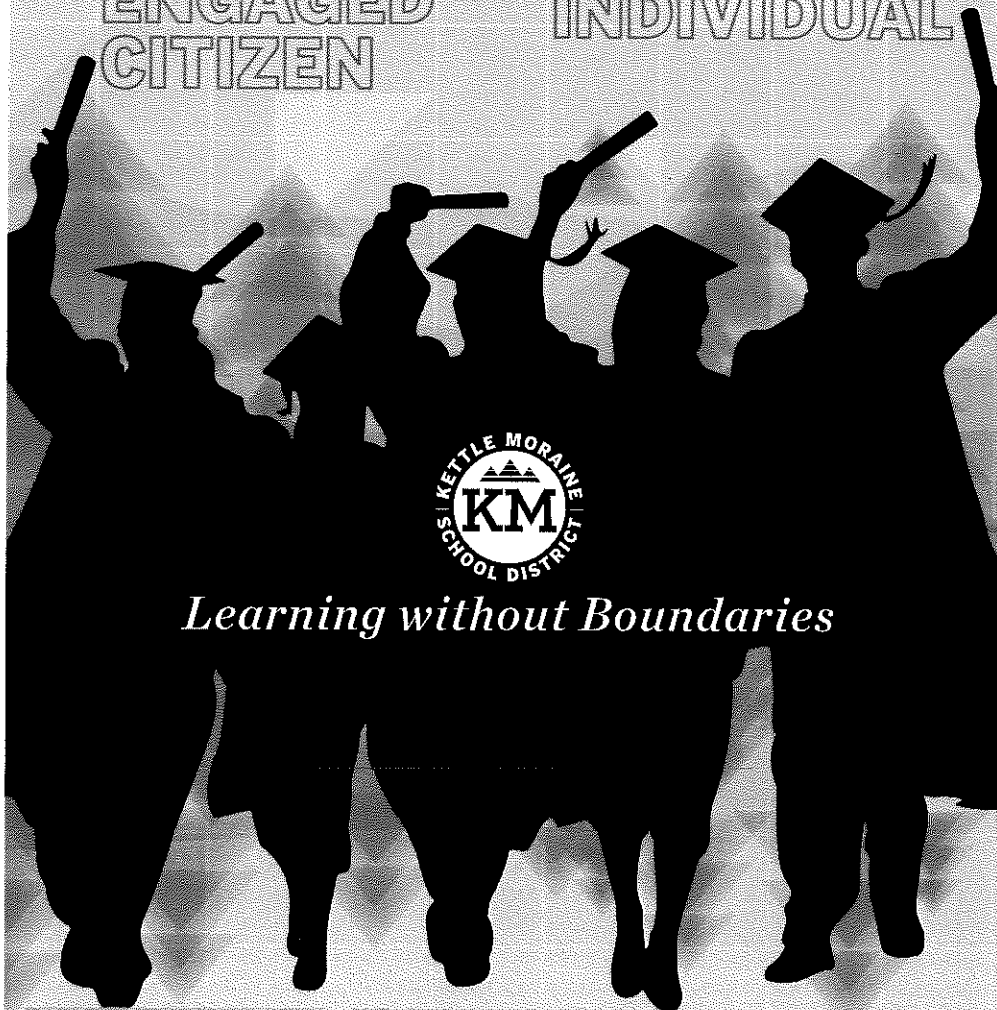
COLLABORATOR

CREATIVE  
& CRITICAL  
THINKER

CONTINUOUS  
LEARNER

ENGAGED  
CITIZEN

SELF-DIRECTED  
& RESILIENT  
INDIVIDUAL



## CONTINUOUS LEARNER

- ✱ Takes ownership of learning, continuously pursuing and demonstrating knowledge and skills throughout life
- ✱ Understands how to apply learning to new situations and challenges
- ✱ Explores areas of interest for academic, career and personal success

## COMMUNICATOR

- ✱ Communicates effectively in multiple ways - verbal, written, electronic and visual
- ✱ Shows purpose and thoughtfulness in communication
- ✱ Remains open to communicating with a variety of people, familiar and unfamiliar

## COLLABORATOR

- ✱ Actively listens, empathizes and contributes thoughtful, meaningful ideas that support common goals
- ✱ Understands the importance of roles and responsibilities within a collaborative process/organization, and has the ability to lead formally and informally while collaborating
- ✱ Is flexible, open minded, confident and adaptable when working with and receiving feedback from others

## CREATIVE & CRITICAL THINKER

- ✱ Reflects on past learning and experiences when faced with new situations and challenges
- ✱ Questions, reasons and weighs evidence to reach conclusions
- ✱ Innovates to solve problems

## ENGAGED CITIZEN

- ✱ Demonstrates integrity and leadership through positively influencing outcomes
- ✱ Acknowledges, understands, interacts with and respects diverse individuals, perspectives and cultures
- ✱ Applies individual talents to serve others in the local and global community
- ✱ Understands how to make ethical, moral and financially responsible decisions

## SELF-DIRECTED & RESILIENT INDIVIDUAL

- ✱ Maintains a positive work ethic and strives for self-improvement
- ✱ Understands how to manage time and priorities
- ✱ Sets short- and long-term goals for success
- ✱ Overcomes adversity through persistence, perseverance, self-advocacy and a growth mindset
- ✱ Reflects on one's decisions and actions, remaining flexible and open to new ideas

**ACADEMIC  
EXCELLENCE**

**CITIZENSHIP**

**PERSONAL  
DEVELOPMENT**